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ABSTRACT

This 10th grade syllabus examines Western traditions historically. The topical organization of the material ranges from Europe Today--to illustrate the themes underlying Europe's cultural development--back to The Ancient Western World for an historical sequence through The Middle Ages, The Age of Transition, Modern Movements in Intellectual, Political, and Economic Change, and Modern Attempts To Resolve Fundamental Problems. In an introduction on how to use the syllabus, the teacher is advised of the basic themes in Western tradition--social cohesion vs. individuality, urbanization, change, and the equilibrium between change and cultural heritage--and of the terminology used in the syllabus--concepts, understandings, and generalizations. The understandings, characterized as the "ends toward which the examination of the facts is directed," are filled out by suggested types of study and by leading questions. Teachers are cautioned to require of their students rigorous evaluation of the ideas and theories under discussion and to approach the syllabus itself both critically and flexibly. A flow chart of the social studies program in New York State, grades K-12, is included to show the relationship between the content of the course and the remainder of the program. (JH)

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SOCIAL STUDIES

GRADE 10 - EUROPEAN CULTURE STUDIES

1975 Reprint

SO 008 182

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FOREWORD

This new syllabus, *Social Studies, Grade 10 - European Culture Studies,* has been revised as a part of the process by which teacher reports from field testing of the tentative edition of each syllabus are used in shaping subsequent editions.

This publication represents the revision of the course of study, *Grade 10: Modern World History,* issued in 1966 as part of the tentative program for grades 9 and 10. A comparison of this edition with the previous one indicates a new pattern of organization and a shift from a wealth of content suggestions to a brief sampling of the factual material needed to support each understanding. The general area of scholarship of the two courses, however, is the same. The new title simply denotes a more accurate and precise labeling of the course of study.

Regardless of the designation of a syllabus as in "tentative" or "final" form, in a real sense there can no longer be any permanent edition. The rapid progress of change in today's world, coupled with the increasing and intensified demand for relevancy, make such a viewpoint necessary. Even a course of study such as this, primarily historical in emphasis, should be constantly in a state of field testing, with reports of actual classroom experience collected toward future revision. This edition, then, should be regarded as reflecting the "ongoing process" of curriculum development.

In planning this edition, an Ad Hoc Committee representing tryout schools was convened in March 1968. Committee members reviewed the reports from tryout schools and suggested the direction which the revision should take. Members of the committee included: Donald E. Baker, Southampton College; John E. Clarke, District Supervisor of Social Studies, Greece; Leo J. Doheny, World History Teacher, Kingston High School; Irving Fleischner, Social Studies Chairman, James Monroe High School, New York City; Mrs. Jo Ann Larson, Ravena-Coeymans-Selkirk Central School; Doris Nickerson, Chairman of Social Studies, Freeport High School; Sister Mary Noreen, Holy Trinity Diocesan High School, Hicksville; Mack H. Ryan, Social Studies Chairman, Union-Endicott Schools.

The suggestions from this committee, as well as the additional reports from the schools, were used by the writers. James F. Scollan, Connetquot High School, prepared preliminary drafts in April 1968. Mrs. Jo Ann Larson and Arnold J. Snyder, Huntington High School, both of whom had been teaching the tentative Social Studies 10 course of study, completed the revision during the summer of 1968. Their work, therefore, reflects their own experience and the guidance of other teachers in the tryout program. Teachers of Social Studies 10 who were participants in the N.D.E.A. European Studies Institute at Southampton College in 1968 conferred with the writing team and made constructive suggestions concerning the organization of the course of study. The manuscript was reviewed for historical accuracy and interpretation by Richard J. Sawyer, Acting Chief, Bureau of College Evaluation. Mildred F. McChesney, Chief, Bureau of Social Studies Education, served as adviser throughout the preparation of this publication. Major assistance

00005

and comprehensive review of the manuscript were provided by John F. Dority, Jacob I. Hotchkiss, Associates, Bureau of Social Studies Education, and Mrs. Catherine M. Firman and Mrs. Helena U. Whitaker, formerly Associates, Bureau of Social Studies Education, now retired. Mrs. Betty D. Larsen of the Bureau of Educational Integration also assisted in both planning and review functions. Janet M. Gilbert, Associate in Secondary Curriculum, had general charge of the project and prepared the manuscript for printing.

Gordon E. Van Hooft, *Director*
Division of Curriculum Development

00006

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SPECIAL ACKNOWLEDGMENT

The Ad Hoc Committee and the Professional Committee, whose members are listed below, contributed those overall recommendations which indicated some of the directions that the new social studies program should take.

A number of classroom teachers and supervisors, working under the direction of staff members of the Education Department, made the final decisions concerning the content and format of this syllabus and of the other three syllabuses in the secondary school series. They also produced the basic materials that constitute the courses of study for each level.

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CONTENTS

TOPIC	PAGE
Foreword	iii
Special Acknowledgment	v
Tentative Flow Chart of the Social Studies Program	viii
How To Use This Syllabus	xv
Grade Ten - European Culture Studies	
Introduction To This Revision	1
I Europe Today	5
II The Ancient Western World	10
III The Middle Ages	14
IV The Age of Transition	17
V Modern Movements of Intellectual Change	23
VI Modern Movements of Political Change	26
VII Modern Movements of Economic Change	33
VIII Modern Attempts To Resolve Fundamental Problems	39

00008

FLOW CHART

OF THE

SOCIAL STUDIES

PROGRAM

Kindergarten

Local Environment Studies

Social Organization
- The family
- The school

Economic Organization
- The family as a consuming unit
- Family jobs and responsibilities - division of labor

Political Organization
- Rules and laws to be observed for the good of all

Geography
- Introduction to the globe as a representation of the earth
- Introduction to maps through block and picture maps of classrooms
- Cardinal directions

Patriotism
- Pledge of Allegiance
- Celebrating holidays and festivals

00009

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Grade 1

Local Environment Studies

Social Organization

- Family life long ago in an agrarian economy
- Family life today on farms
- Schools long ago and today
- Villages and cities today - families, houses, neighborhood facilities and organizations such as churches, libraries, etc.

Economic Organization

- Partially self-contained farms of long ago when most people lived on farms
- Farming today near local community - [illegible]anized, specialized, commercial
- Di[illegible]on of labor in providing needed services
- Economic services provided by village, city, and suburban, and neighborhood - stores and businesses

Political Organization

- Rules and laws to be observed for common good
- Introduction to the idea of democracy - the president and his election

Geography

- The globe as a model of the earth which shows land and water masses
- Geographic features of neighborhood - Picture and block maps showing streets, houses, buildings, streams, etc.

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner
- The Story of our Flag
- Celebrating holidays and festivals

Grade 2

Community Studies

Social Organization

- Defining or limiting the community to be studied
- Social and ethnic groups in the community
- Religious groups in the community
- Other community organizations such as service clubs

Economic Organization

- Industries in the community
- The profit motive in industry
- Transportation and communication in the community
- Local business and industry as employers

Political Organization

- Type of local government which applies - county, city, village, township, etc.
- Needed services (fire, police, roads) provided by local government

Geography

- The hemispheres into which we divide the earth
- Location of the local area on the globe
- Introduction to lines representing latitude and longitude
- School, neighborhood, and community maps
- Road maps of the local area

Patriotism

- Pledge of Allegiance
- The Star Spangled Banner
- The Study of the Flag and flag symbolism
- Celebrating holidays and festivals

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Grade 3

Community Studies

Geographic Introduction

- The equator circles the center of the earth and distances north and south of this line are indicated by lines of latitude
- A relationship exists between latitude and climate
- There are low latitudes, middle latitudes, and high latitudes

Desert Communities

- Typical climatic conditions
- Economic and social organization
- Political organization

Northern Forest or Taiga Communities

- Typical climatic conditions
- Location of taiga area
- Economic and social organization

Tropical Rainforest Communities

- Typical climatic conditions
- Location of rainforest areas
- Economic and social organization

Mountain Communities

- Climatic and geographic factors
- Location of mountain areas
- Economic and social organization

Prairie Farming Communities

- Climatic and geographic factors
- Location of major prairie lands
- Economic and social organization

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner & its story
- Rights and responsibilities in a democracy
- Flag symbolism - care and respect for flag
- Celebrating holidays and festivals

Grade 4

American People and Leaders

The People of the United States

- The U. S. was largely peopled by immigrants from other lands
- Among others, the following have made large contributions to American life: African Negroes - Irish - Germans - Scandanavians - Italians - Poles - and many others

Discoverers and Explorers

- Christopher Columbus, Henry Hudson, Robert La Salle, and/or others

Colonial and Revolutionary Leaders

- John Smith, Roger Williams, Sam Adams, Ben Franklin, and/or others

Leaders in Establishing a Nation

- James Madison, George Washington, Thomas Jefferson, Alexander Hamilton, and/or others

Leaders in the Fight for Human Rights

- Thomas Paine, Abraham Lincoln, Martin Luther King, Jacob Riis, Franklin D. Roosevelt, and/or others

Leaders in Industry and Science

- Eli Whitney, Robert Fulton, Cyrus McCormick, Thomas Edison, George Washington Carver, Henry Ford, and/or others

Leaders in the Arts

- Henry Wadsworth Longfellow, Edgar Allan Poe, Stephen Foster, Edward McDowell, W. C. Handy, and/or others

Patriotism

- The total program of this year is aimed at building patriotism
- Celebrate the usual holidays and festivals

00011

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Grade 5

Major Culture Regions (Western Hemisphere)

Geographic Introduction

- Latitude and longitude of areas in the Western Hemisphere
- Climatic regions of Western Hemisphere
- Major topographical features of Western Hemisphere
- Special purpose maps useful in area studies such as demographic, rainfall, climatic, and others

Historical Introduction

- A short survey of the major events in the story of the Western Hemisphere

The United States

- Geographic overview including major land forms, drainage systems, climatic variance, population patterns, etc.
- Social organization, including such things as major religious groups, urban and suburban areas, and racial and ethnic groups in our population
- Economic organization, including division of labor and specialization, major industries and resources, the profit motive in our economy, and introduction to the concept of gross national product
- Political organization, including introduction to the federal system, the three branches of the federal government and their major functions
- Patriotic citizenship, with special emphasis on rights and responsibilities, the Bill of Rights, and the extension of civil rights to the total population. Celebrate the usual holidays and festivals

Canada and Latin America

- Interdisciplinary studies organized under the following headings:
  - Geographic Overview
  - Social Organization
  - Economic Organization
  - Political Organization

Grade 6

Major Culture Regions (Middle East, Europe)

Geographic Introduction

- Latitude and longitude of the Middle East and Europe
- Climatic regions of the above areas
- Major topographical features
- Special purpose maps of the areas to be studied (see grade 5)

The Middle East

- Interdisciplinary studies organized under the following headings:

Geographic Overview - which would include major land forms, river systems, climatic conditions, population distribution, patterns of land use

Historical Summary - which would include the beginnings of civilization in the Fertile Crescent, the rise of Egyptian and Babylonian empires, their contributions to modern life, the rise and spread of Islam, the decline of Middle East power, and highlights of the modern period

Social Organization - which would include family life, urban and rural differences, the influence of Islamic beliefs and culture patterns, nomadic and settled peoples, racial and ethnic patterns

Economic Organization - which would include the prevalence of agriculture, patterns of land ownership, the importance of petroleum, the lack of industry

Political Organization - which would include the identities of the various countries, the general lack of stability, the general lack of democratic institutions, and the forms of government to be found in the area

Western Europe and Eastern Europe

- Interdisciplinary studies organized under same headings as above

00012

Grade 7

Our Cultural Heritage

The pre-Columbian period
- Western Hemisphere geographic review: landforms; soils; minerals; climate; vegetation
- Indians of the New World
- The New York Indian: Iroquois as model

New World exploration and settlement
- Influence of geographic setting
- European exploration and settlement: leaders and people; motives and cultures
- Planting the 13 English colonies
- The American Southwest

The colonial period in the Americas
- Wide variations in length of the colonial period
- Physical and economic changes in the environment
- Colonial cultural patterns: family; religions; languages; social class
- Evolving political institutions
- Spanish, French, Dutch and English colonies compared

New York in the emerging nation
- Modifying the habitat and moving west
- Changes in economic life: land ownership; agricultural changes; handicraft and industrial development; trade
- Population trends; contributions of various groups
- Progress of democracy in the new State

New York in the age of homespun
- Habitat: challenge and response
- People: roles in homespun rural society, in growing urban areas
- Culture change: education; literature; religion; humanitarian reform
- Governmental changes: suffrage and other reforms
- Post-frontier, pre-industrial society
- Historic trends to the Civil War

New York in the gilded age (to about 1918)
- Geographic changes: railroad era; farm mechanization; industrial development; end of the frontier
- Business expansion; wealth and poverty; labor strife
- City growth; waves of immigration; city problems, especially in New York City; Victorian homes, customs, values

New York in a megalopolis society
- "Between the wars," the transition era
- Changes in the landscape: influence of automobiles; urban decay; suburban sprawl; changes in rural living
- Mass production: big business, with decentralized production units
- Features of a new culture

Local and State government and civic responsibility
- Structure and functions
- Local, State and national interrelationships
- Practical politics; civic rights and duties
- The changing character of State and local governments

Grade 8

United States History

The new nation (to 1829)
- Gaining independence; principles of the Declaration
- Making and launching the Constitution: the framers, their wisdom and experience; the democratic heritage; framework and functions of the new government
- The Federalist era: test of the new nation

The National-Republican period (1800-1828)
- Acquiring and exploring new territories
- Changes in the landscape; urban centers in a rural society
- Presidential policies in domestic and foreign affairs
- Economic and industrial changes
- Foreign crises and wars
- National trends following the War of 1812; tariff; westward migration; Era of Good Feeling

The age of Jackson (1820-1840's)
- Political and social changes: reforms; writers; progress of democracy
- Territorial growth: the homespun culture moving west; population trends

Division and reunion (1840's-1880)
- Characteristic features of life in various regions
- Civil War: leaders and significance
- Achievements and problems of reconstruction governments; unsolved problems in North-South relations and in goals for the Negro: origins of 20th-century human rights revolution

Economic expansion (1865-1900)
- Industrial and business expansion: a new age of invention; rise of new industries; building of great fortunes
- Political trends: civil service and other reforms; attitudes toward business
- Changes in living: small town and rural life; the western frontier; the growing cities
- New immigrants; labor conditions

United States a world power (1890's-1917)
- Changes of the Progressive Era
- World War I and the peace movement
- Boom, depression, and the new deal
- Foreign policies and moves toward war

United States a world leader (1940-present)
- World War II, peace and the Cold War
- United Nation: regional blocs and alliances
- Conflicts, including those in Korea, Cuba, Viet Nam
- Domestic programs from Fair Deal to Great Society

The Federal Government and civic responsibility
- Structure and functions of the Federal Government
- Government and politics; Federal-State relations
- Political and civic rights and duties of the individual United States citizen

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Grade 9

Asian and African Culture Studies

(World Regional Studies)

World cultures today
- -Review of identifying culture patterns
- -Major world culture regions; interaction of man and his environment
- -Culture change, illustrated by review of the Islamic World as introduction to Africa and Asia

Africa south of the Sahara: land and people
- -Major regions: geographic assets, limitations and variations
- -African peoples: ethnic patterns; social organization; cultural achievements

Africa south of the Sahara: historic trends
- -Historical background: medieval civilizations and kingdoms
- -Effects of European colonial expansion; rise of African nationalism
- -The new nations: leaders, problems and progress
- -World role of the new Africa

South Asia: India and Pakistan
- -Physical features; effects of geographic diversity
- -Historical background: special influence of religion
- -British rule and struggles for independence; political structure today; involvement in world issues
- -Economic and social problems; village and urban life; adaptations to change
- -Cultural trends and achievements

China
- -Geographic diversity; interaction of man and environment
- -Development of traditional ways: family; education; religion; culture patterns
- -History: ages of power and cultural achievement; repeated alien invasions
- -Domestic and foreign pressures of 19th and 20th centuries; response to those pressures
- -China under communism: changes within the nation; China, a world problem

Japan
- -Geographic influences on life in the islands
- -Development of cultural traditions; interactions with Chinese culture
- -History: imperial and military traditions; modernization; struggle for world power status
- -Changes in life and thought since World War II

Southeast Asia
- -Physical features of continental and insular areas
- -Culture patterns; similarities and differences; influences from India and China
- -Historic survey: impact of the West; new nations; leaders; governments, ideologies
- -Life of the people: impact of "revolution of rising expectations"
- -Southeast Asian problems as world problems

Grade 10

European Culture Studies

Europe today
- -Europe in flux: population changes; economic shifts; political issues
- -Role of values in European culture

The ancient European world
- -Society's needs versus individual expression: Sparta and Athens
- -International expansion: the Roman Empire
- -The Judaeo-Christian heritage
- -Role of the city

The Middle Ages
- -The Church
- -Economic institutions
- -Role of the city

The age of transition
- -The Renaissance: intellectual and cultural characteristics; political life
- -The Reformation: leadership; far-reaching implications
- -The rise of nation-states governed by monarchy
- -The Commercial Revolution: expansion of business; development of the market economy and capitalism

Modern movements of intellectual change
- -Scientific thought in the enlightenment; present day implications of scientific and technological advance
- -Shift from classicism to romanticism, to realism in the arts and letters

Modern movements of political change
- -Evolution as political change: the development of modern British political practices
- -Revolution as political change
- -Nationalism, a key to political change: interpretations; leadership; effects upon international relationships; the role of war as a solution to national rivalries

Modern movements of economic change
- -Industrialization: effects upon technology, culture patterns, economic organization
- -Socialism in Europe: theory; the Soviet experiment; developments in Western Europe

Modern attempts to resolve fundamental problems
- -Challenge of totalitarianism: the Nazi movement
- -Attempts to guarantee peace: balance of power; international cooperation; appeasement; containment
- -Western man and his urban culture

Grade 11

American History
(American Studies)

The American people

- -Immigration and reaction to immigrants; development of nativist opposition
- -American culture patterns: adaptations from Europe; present diversity
- -Population: growth; division int various groups
- -Civil Rights: history of movement with respect to minority groups, womens' rights; Black leadership; future directions

Government and politics

- -Constitutional theory and practice: reflection of western tradition and experience; provisions for political stability; adaptability to changing times
- -Political leadership and decision-making: the American presidency; the Congress; judicial review
- -The federal-state relationship: increasing role of federal government; growing cooperation between neighboring political units
- -Citizen relationship to government: political parties; citizen involvement in various levels of government
- -New York State government: the State Constitution; the Governor; the Legislature; the Courts

American economic life

- -The economy: scarcity; the market economy and the basic economic questions; opportunity cost
- -Mercantile capitalism: the colonial experience
- -Industrial capitalism: economic effects of the American Revolution; economic implications of westward expansion
- -Finance capitalism: industrial growth; demands for government regulation
- -Government involvement: implications of the New Deal era; use of federal regulatory powers today
- -Government finance: history of taxation in United States

American civilization in historic perspective

- -Education: historic growth of public education; variety in relationship of education to democratic values
- -Creativity in America: European heritage versus native adaptations; recent innovative directions in science, technology, the arts; patronage and support
- -Mass media: impact of the free press upon American society
- -Ideological battles in critical periods in American history; challenge of communism
- -Social control: changing in erpretations throughout our history; relationship to value system; balance between freedom and restraint

The United States in world affairs

- -The nation-state
- -The emerging nation: minimum involvement yet protection of the western hemisphere
- -The expanding nation: manifest destiny; overseas empire-building
- -Power and commitment: 20th century movement from neutrality to full involvement in world affairs; containment of communism; participation in world organization

Grade 12

Specialized Courses

Economics *Government*

State courses will be developed first in these two highly important areas. The courses will be built upon the foundations laid in economics and government in the K-11 sequence. Other suggested courses are:

African Studies	Latin American Studies
Anthropology	Middle Eastern Studies
Ancient History	Psychology
Asian Studies	Sociology
Great Issues	

It is strongly recommended that all pupils be encouraged to take social studies in grade 12. Twelfth grade offerings should be varied in terms of particular pupil interests and needs.

Slower students may require all or part of their 12th year to complete the regular sequence that the average and above average may complete by the end of grade 11. These slower students also profit from senior elective courses especially designed to meet their personal and vocational needs and to help them prepare to fulfill their civic responsibilities.

Abler students may be offered advanced or honors courses, perhaps in one or more of the categories listed above.

Advanced Placement American History or Advanced Placement European History may be offered to particularly able students in grades 11 and/or 12, along with honors courses in electives such as those listed. If Advanced Placement European History is scheduled, the regular 10-11 sequence (The Western Heritage and American History) may be reversed.

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HOW TO USE THIS SYLLABUS

Teachers familiar with the earlier edition of this syllabus may interpret changes in format to mean that the basic rationale for the course has changed. To forestall such misreading of this publication, it is important to repeat certain of the directions for the use of the syllabus, as they appeared in the 1966 edition.

First, let it be noted that the major steps in preparing to teach this course of study remain the same. Effective teaching still requires the use of many types of materials. Books, pamphlets, periodical literature, and other variations of the printed word remain basic to a collection of appropriate material. Tryout experiences of some schools have indicated that it is wise to regard this variety of sources as being available to students with different learning styles but not necessarily to be read by all. Indeed, teachers have found in certain instances that artifacts or representations through pictures, films, filmstrips, and recordings are equally effective learning tools.

The task of planning learning experiences is also basically unchanged. Teaching strategies are needed to develop those concepts which constitute the building blocks of the social sciences; to help students arrive at the stated understandings; and to build those understandings into generalizations which are broadened and deepened in implication as they are encountered at successive times in the program.

These steps of assembling materials and planning learning experiences are appropriate for local and regional curriculum committees. Many schools have already taken significant action on these steps and can continue to build upon their progress to date. The development of several regional curriculum centers offers another important source of ideas and instructional tools.

It is important, as has been true with the previous syllabuses in this revision, that the teacher understand the correct use of the syllabus. This involves perception of the understandings as goals to be reached, rather than as statements to be copied, verbalized, and then forgotten. Instead, a student dialogue should be encouraged to stimulate perception of a fact as a tool for further learning, rather than as an end in itself. By venturing intuitive speculation about meanings, implications, and consequences, by checking hypotheses against available evidence, and by recognizing at times the need for reaching pragmatic decisions for later testing, as new sources of information unfold, the student becomes an active participant in the learning process. In this process other understandings may be identified, in addition to the ones stated in the syllabus. Enlarging concepts and approaching meaningf l generalizations will characterize the learning process as the study of each topic progresses.

A WORKING VOCABULARY FOR THE SYLLABUS

A necessary part of using this syllabus is the comprehension of the terminology used in this and the other syllabuses in this sequence.

00016

The descriptive definitions below are offered to clarify the terminology. These terms are used in other contexts, or defined differently by some educators working on various curriculum projects. For the purposes of working with this syllabus, however, teachers may find that these descriptions give a working frame of reference for the New York State program:

A CONCEPT is a mental image or word picture conveyed by a single word, or word combination. The following characteristics pertain:

- A concept is usually abstract, as opposed to concrete.
- It is a product of the analysis and synthesis of facts or experiences, rather than a definition to be learned.
- It is constantly subject to expansion of meaning, and delineation of detail, as experience provides different settings and different relationships in new contexts.

An UNDERSTANDING is a summary statement which must contain the following characteristics:

- An understanding indicates an end toward which the examination of the facts is directed, rather than simply a statement of facts to be taught.
- It implies a relationship between significant events or phenomena.
- It is significant to the development of the topic as well as important in itself.
- It has time or place reference points to the topic.
- It includes words or phrases associated with basic concepts.
- It contributes in a definite way (in time or place) to comprehension of a broader generalization that has application at many points in the social studies sequence.

A GENERALIZATION is a summary statement which has application at many points in the social studies sequence. The following characteristics are important:

- A generalization is a goal to be reached, rather than an "eternal truth" to be memorized.
- It implies a relationship among phenomena or concepts.
- It derives significance from the experience of mankind in many places and in many eras.
- Its validity can be proved through examination of evidence.

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To apply these working definitions to this syllabus, in Topic VI, Modern Movements of Political Change, the concept "political evolution" has been identified as important. An understanding which was deemed important and which is directly concerned with delineating the meaning of political evolution, was stated as follows:

> "The evolution of the political institutions of the British government occurred gradually over a long period of time."

To reach this understanding, teachers and students have an opportunity to examine the events in British political history through which the power gradually shifted to new groups. The related economic causes and the social effects of such changes may be useful in analyzing the changes in the British political system. The idea of gradual change as opposed to the sudden results of revolution has relevance to today's events. The contrast in the two methods of change is one of the central issues in the dialogue between groups in today's society, and is relevant to understanding the "generation gap." The understanding contributes to the broader generalization, "Many societal changes are interrelated with respect to both causes and results."

Additional generalizations which may be apparent to classes would include the statement, "Evolutionary change tends to be less disruptive in a society than revolution."

In building this syllabus, attention has been given to the major concepts that underlie an understanding of the development of European culture. Some of those concepts most pertinent to a topic are listed at the beginning of that topic. The understandings that bring the concepts to mind and help to expand or delineate their meaning are grouped under subtopics which give additional assistance to teachers in planning pertinent lessons.

In working with some understandings, teachers may find the suggested "type studies" useful in providing opportunity for depth exploration of the characteristics of an age or the progress of events. Other scenes or occurrences may be substituted or initiated also.

A few lead questions are listed, to suggest some important directions in which the student's inquiry might go in order than an examination of the facts of history may produce the desired understanding. Many of the questions do not lend themselves to simple answers. They are rhetorical or open-ended to the extent of requiring a continuous review of events to find solutions to the problems posed. The questions may be used by the teacher merely to help in determining the goals of the lesson.

A word of caution in the undirected use of the questions was advanced by a scholar who reviewed the manuscript. He pointed out that

> "...there is a real need to insist that students learn the necessity to back opinions with substantial evidence and that speculation based on gross ignorance is worthless. The goals of this course should be to teach students to think clearly about the problems facing society. They should be taught to rigorously evaluate ideas and theories on the basis of thorough analysis of evidence and methodology."

THE TEACHER'S EDITORIAL ROLE

A final word concerns the "sacredness" of content offered in support of the understandings. The focus of day-by-day events changes the importance of past events. When used, the often untapped wealth of visual materials may indicate that the stated understanding can be reached without a detailed examination of reading materials. For another topic there may be need for a fairly wide exploration of reading materials if the topic is to be properly understood. The teacher then joins in the editorial process. He may find addition, deletion, or change of emphasis necessary in presenting the evidence that leads to the understanding. The intent of the writers has been to give teachers clues of how to help the class understand the relationship that exists between the past and present. The teacher, the practitioner, must make the final decisions concerning content and the order in which the topics are taught.

EVALUATING THE SYLLABUS

Although the formal tryout period is terminated, the Bureau of Secondary Curriculum Development is still counting heavily upon frank teacher evaluation of this syllabus. We want to know whether the structure is useful for the course of study for which it was designed. In a field as complex as the social studies, errors of fact as well as errors of judgment are always possible; suggestions for making corrections are therefore welcomed.

We need, of course, to know the strengths as well as the weaknesses, both with respect to the overall course of study and to specific topics and understandings. It is suggested that teachers use a general format in providing reports, being careful to include the page and the number of each understanding:

- An understanding and related content that, in the teacher's opinion, should be added, and why.
- Any understandings and related content that, in the teacher's opinion, should be deleted, and why.
- The learning experiences that helped pupils most.

  Please be specific in telling what the class did and include complete identification of materials used such as (1) commercial material, with titles and names and addresses of producers or publishers; (2) locally prepared materials with descriptions, and samples enclosed when possible; and (3) resource people identified by special qualification.

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INTRODUCTION TO THIS REVISION

This publication represents something more than a minor refinement of the social studies tentative syllabus for grade 10 issued by the Department in 1966. As a result of comments from try-out schools and from recommendations of the Ad Hoc Committee convened in March 1968, it became evident that revision was needed. The verdict has repeatedly been the same: too much content, too little unity to the course, and the need for revision along the lines of the 1967 refinement of American History, grade 11, both in format and in approach.

Increasingly today's students are raising questions concerning the relevance and meaning of the vast amount of uninterpreted facts they are expected to know concerning the past and present. Less and less does the American see Europe in terms of each individual nation, as a separate entity. Instead he seeks to profit intellectually from an examination of those trends in European history that identify Western civilization. He seeks to investigate those forces that have shaped Western man and his institutions into a dynamic modern society.

The course is an important link between the 9th grade study of various cultures in Asia and Africa, and the analysis of American institutions in grade 11. Like the 11th grade study, this examination of Western traditions is historical, in that the student has the opportunity to examine how certain aspects of society developed. It is also interdisciplinary, with emphasis upon important political, economic, and social concepts, as well as those concepts drawn from the humanities.

BASIC THEMES IN OUR WESTERN TRADITION

In organizing the examination of European cultural developments, a major theme has been the relationship between a society's need for cohesion and stability on the one hand, and the struggle for individual identity and self-fulfillment on the other. By social cohesion we mean the degree to which a society is joined by common institutions, relationships, values, and principles. Admittedly this theme is not unique to the Western experience. The ensuing struggle resulting from attempts to reconcile the impact upon the individual of a highly organized state that has achieved a high degree of social cohesion has been witnessed at many times and in many settings throughout the world.

Certain Western traditions dating back to the Athenian's emphasis upon individual creative expression and the Judaeo-Christian emphasis upon the individual's worth and dignity have perhaps given some a bias in deeming as more desirable those conditions in which the individual triumphs over socially cohesive forces. This point of view, if left unchallenged, can create a serious historical distortion. Some Western societies have prized social cohesion at the expense of individual expression, some have emphasized individual freedom, still others have sought to achieve an equilibrium between the two. In no one case are any of these positions equally true at all times.

06020

Change itself has been yet another theme in Western history. The very shift in the balance between forces favoring social cohesion and those which support the individual's demand for identity may bring about change. Some changes have resulted from dramatic population movements that have brought more than a transfer of political power. Some are tied to great technological developments caused by or in turn initiating intellectual inquiry. Still another cause for change has been war itself.

The role of cities in Western society has become an increasingly relevant theme to students of a megalopolitan age; yet cities are not new phenomena. The significance of the city in the various historic epochs has therefore been included.

The nature of social change, its causes, its results, are an important part of perceiving Europe as it is today, and of perceiving Europe as it built the Western heritage. At the same time we must take care that the student be aware of Western attempts to preserve the status quo. Change has not gone unchallenged. Much of Western history can be interpreted in the light of the attempt to achieve an equilibrium between constant change and the need to maintain the more permanent, enduring aspects of the institutions and values associated with that history.

ORGANIZATION AND SCOPE OF THIS STUDY

To focus upon the relevance of the course of study and to define through illustration the themes underlying Europe's cultural development, the first topic is an examination of Europe today. Social stability in contemporary Europe has been achieved in many ways. It has been achieved through the familiar institutions governing political, economic, and religious behaviors, through class systems that identify the social status of the individual, and through the accepted value system which has helped to establish the prevailing philosophical and esthetic point of view. Like the rest of the world, Europe is constantly reacting as the "revolution of rising expectations" touches an ever-widening stratum of individuals. Europe's stability is agitated, at least on the surface, by the individual's struggles for self attainment. What are these changes that characterize the drama of today's news headlines? The proponents of the cohesion now established and the challengers are names known to today's T.V. audience. It is a good place to start an analysis of why cultural change takes place.

In a cursory first glance at this revised course of study, it may seem that the range of man's experience to be analyzed has been widened beyond that of the previous 10th grade course. However, because Sparta, Athens, and Rome are posed as type studies in the ancient Western world, it is not implied that teachers and students should attempt an exhaustive study of civilization in any of these settings. Rather let the understandings serve as guides for the direction of inquiry. Some understandings may be reached rather quickly without a detailed examination of reading materials. Other understandings may need a great deal of investigation before being properly understood by the students. The questions and suggested "type studies" are given as clues, and the teacher may make any use of them he wishes.

00021

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The scope of this course is intended to be open-ended enough yet sufficiently limited in both prescribed understandings and suggested type studies to permit speculation. To what extent is there evidence that Europe's cultural development was consonant with the existence and growth of urban centers? How great is the tendency to oversimplify Europe's history as a story of the "good guys versus the villains" rather than to see the range of differences in institutions at any one period as a part of a continuum? Is there evidence to support the thesis that seldom is the individual totally free or totally controlled, either at an early period or today? These questions represent but a few of the bypaths open for speculation throughout the course of study.

SUMMARY

What this course of study is — chief features:

- A structure in harmony with both 9th and 11th year courses of study
- An incorporation of learnings from the various disciplines of the social studies to explain the cultural development of Europe
- An attempt to answer the question, "From whence derives the culture that is the Western heritage, which has so influenced and shaped the American tradition?"

What this course of study is <u>not</u>

- A two-semester history of Europe, from the early Greeks to the present
- A political development of empires and nations
- An abridged version of an earlier course called Modern World History

00022

TOPIC I
EUROPE TODAY

• What does the average student see when he examines the various sources for learning about Europe today? Perhaps his concern is more with the ways that European societies differ from our own: the language, the foods, the political customs. Or, focusing on the immediate, the material, the "exportable," does he hear the modern musical "beat," see the popular "foreign cars," or identify Europe in terms of nonconformity portrayed in recent films?

This topic is intended to provide more than just a chance to compare impressions gleaned from vicarious observations of the European scene. Students may be able to test such impressions against various authoritative statements concerning Europe today. In addition there is an opportunity to develop an organized framework for tracing the origins of this present European culture, as well as for providing a base for speculation about the direction of European culture tomorrow.

Dialogue may concern those forces which give emphasis to social cohesion,[1] forces which stress unity and conformity as the major concerns of society. There is opportunity, also, however, to direct attention to those incidents and events which indicate the individual's struggle for identity. The dynamic quality of today's Western culture, with change the norm rather than the exception, will be apparent in this survey of the European scene.

This topic is not intended as the appropriate point to teach the complete history of any movement as it is observed in Europe today. Instead, the questions of "How did it happen?" and "How has this affected others in the past?" should be left for exploration in subsequent topics. Some classes may wish to return again to this topic at the end of the year to see whether first impressions were lasting.

CONCEPTS

Concepts which are introduced or extended in interpretation by the understandings and related content in Topic I include:

Capitalism	Social cohesion
Communism	Socialism
Dignity of the individual	Social protest
Humanitarianism	Technology

Additional concepts should be introduced or identified by the teacher and the class, in working with Topic I.

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[1] See page 1 for definition used in this syllabus.

00023

Europe in Flux

The dynamic quality of European culture is apparent today, as the struggle continues between those forces which stress social cohesion based upon the rule of law or men and other forces which place emphasis on the individual's search for identity.

1. EUROPEAN SOCIETIES ARE FACING THE DILEMMA OF PROVIDING A TECHNOLOGICALLY AND SCIENTIFICALLY TRAINED POPULATION WITHOUT DESTROYING TRADITIONAL INSTITUTIONS.

Suggested type studies[2]:
- A Western European nation such as the United Kingdom
- An Eastern European nation such as the Soviet Union

Suggested questions related to the understandings:

- What changes in the European scene today make changes in education necessary?
- What has been the traditional kind of education of European youth?
- How has this traditional education been altered in the Soviet Union? How has it been perpetuated in the Soviet Union?
- What are the merits and weakness of (a) traditional and (b) technological education? Is it an "either-or" matter?
- Why are many European-educated scientists, physicians, mathematicians, and engineers drawn to the United States? (The "Brain Drain.")

2. MODERN TECHNOLOGY AND POLITICAL EVENTS OF THE LAST CENTURY HAVE COMBINED TO MAKE LESS SIGNIFICANT THE NATIONAL DIFFERENCES WITHIN EUROPE'S POPULATION.

- What evidence is there that language differences have less significance in Western Europe today?
- To what extent have political events in Western Europe in the last century caused widespread movements of peoples within that setting?
- How has increased industrialization broken down some of the more traditional national patterns?
- What effect have 20th century communication developments had upon the traditional ethnic distinctions?
- What evidence is there that in some European countries there has been a recent increase in discrimination against certain groups because of color or other ethnic differences? What counts for this discrimination?

3. A SIGNIFICANT DEVELOPMENT IN MODERN EUROPE IS THE CHANGE IN POPULATION GROWTH RATE AND POPULATION PATTERNS.

Suggested type studies:
- post World War II rural France
- post World War II Hamburg

[2] This term is explained on page xvii.

00024

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- To what extent has the urban-rural population balance shifted during the 20th century?
- To what extent can the problems and implications of suburban development be found in Europe today?
- What changes in population growth rate typify Western Europe today?
- How are these changes in population rate and in settlement pattern reflected in the European scene?
- Why have some held the opinion that growing urbanization has erased the distinctiveness of certain European cities?

4. TWENTIETH CENTURY MAN'S INTELLECTUAL ACTIVITY HAS BEEN A PROTEST AGAINST OPPRESSION AS WELL AS A REVIVAL OF HUMANISTIC AND HUMANITARIAN TRENDS.

Suggested questions related to the understandings:

- What evidence is there that social protest is a significant movement in Europe today?
- To what degree can the growth of intellectual movements such as existentialism and pacifism be related to popular reaction to the horrors of the World War II period?
- Why might it be said that accelerated changes caused by current developments in technology and science are influencing a revival of humanistic and humanitarian trends?

5. A CONTROVERSY EXISTS IN EUROPE TODAY OVER THE DEGREE TO WHICH CAPITALISM, SOCIALISM, COMMUNISM, OR COMBINATIONS THEREOF CAN BEST ATTAIN DESIRED ECONOMIC OBJECTIVES.

Suggested type studies:
- A Western European nation such as France
- An Eastern European nation such as Czechoslovakia

Suggested questions related to the understandings:

- In consideration of the needs of Eastern Europe, what are the factors supporting and opposing the introduction of the capitalist institution, the profit motive, to stimulate individual incentive?
- In Western Europe, to what extent has state planning contributed to technological progress in recent years? How has this degree of progress influenced popular support for state planning?

6. EUROPEAN NATIONS ARE ATTEMPTING TO REDUCE THE GAP BETWEEN THE SOCIAL EXTREMES OF POVERTY AND GREAT WEALTH.

Suggested type studies:
- A Scandanavian nation
- The United Kingdom

Suggested questions related to the understandings:

- What has been the traditional social pattern of European society in the past?

00025

- How is this traditional pattern undergoing continual change? What pressures are causing these changes?
- What justification is offered in Western European nations for attempting to eliminate the social extremities of poverty and great wealth?

7. PRESENT-DAY EUROPE IS IN THE THROES OF CONTROVERSY WITH RESPECT TO MANY POLITICAL ISSUES.

Suggested type studies:
- A Western European nation such as France
- An Eastern European nation such as Czechoslovakia

Suggested questions related to the understandings:

- What information is needed in order to decide how much power a government should have to maintain law and order?
- To what extent have militant methods of opposition been tolerated in recent events in Europe?
- In recent history, what factors have affected decisions concerning how much national sovereignty should be surrendered to enable the formation of regional cooperative agreements?

The Role of Values in European Culture

The set of values that has emerged throughout the history of Europe provides a foundation for those concepts basic to European society today.

8. BOTH SOCIAL COHESION AND THE CONCEPT OF THE DIGNITY AND WORTH OF THE INDIVIDUAL ARE SUPPORTED BY A SET OF VALUES THAT HAVE EVOLVED FROM THE EUROPEAN HISTORICAL EXPERIENCE.

Suggested questions related to the understanding:

- To what extent do those values evolving out of the Judaeo-Christian heritage support the concept of social cohesion based on the rule of law?
- To what extent can the growing search for individual identity in European society today be related to those values derived from the Judaeo-Christian heritage?
- To what extent have the concepts of social cohesion and individual identity developed from values that either antedated or evolved independently of the Judaeo-Christian heritage?
- What evidence is there in Europe today of growing stress upon values related to materialism; rationalism and science; secularism?
- To what extent are values related to humanism and individualism important in Europe today?
- What evidence is there that Western values are undergoing change?

00026

GENERALIZATIONS

A few generalizations that might be derived from Topic I and tested for validity in other contexts include:

- Change often results when the forces favoring the status quo come into conflict with the individual's struggle for self-attainment.
- The economic, political, and social institutions of a culture reflect the value patterns that have evolved in that society.
- A society faced by change brought about by disruptive events often tries to retain its traditional institutions, despite their inappropriateness to new circumstances.

Additional generalizations should be identified by the teacher and the class in working with Topic I.

00027

TOPIC II
THE ANCIENT WESTERN WORLD

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Ancient Greece is studied through two type studies: the city-states of Sparta, a monolithic culture, and Athens, a pluralistic culture. Opportunity is thus afforded students to draw conclusions about a basic dichotomy in the institutions of Western society as manifested in its formative period.

A monolithic society is one in which only one point of view with no appreciable dissent is allowed. To preserve slavery, to prevent internal revolt, to deter outside aggression, i.e., to survive as a culture, the Spartans established political, economic, social, and educational institutions that made this society monolithic.

A pluralistic society is one in which many points of view are recognized and explored. Athens was such a society, its institutions were fundamentally different from Sparta and typical of a pluralistic society. In Athens there was greater opportunity for individual expression and less emphasis upon social cohesion.

Rome illustrates a culture in which the emphasis was upon social cohesion on an international scale. At the same time, the Roman citizen as an individual enjoyed certain protections under the law. This study of Rome gives the student the opportunity to analyze how institutions have implications greater than the particular society and may ultimately influence succeeding civilizations.

The significance of the urban setting in shaping Western culture should be considered in studying this topic.

CONCEPTS

Concepts which are introduced or extended in interpretation by the understandings and related content in Topic II include:

Administration	Individual rights	Pluralistic society
Balance	Law	Social control
Bureaucracy	Migration	Social justice
Democracy	Monolithic society	Stability
Empire		

Additional concepts should be introduced or identified by the teacher and the class in working with Topic II.

1. COHESION AND STABILITY WERE MAINTAINED IN SPARTA BY ITS INFLEXIBLE POLITICAL, ECONOMIC, AND SOCIAL INSTITUTIONS.

Suggested questions related to the understanding:

- How did the social structure of Sparta cause the society to be inflexible?

- How did the government of Sparta control the population?
- Why was it almost impossible for the Spartan rulers to permit reforms or changes in its institutions?
- How did the agrarian economy of Sparta provide for economic stability and self-sufficiency?
- Why were the Spartans admired by other Greeks?

2. ALTHOUGH ATHENS SOUGHT A BALANCE BETWEEN SOCIETY'S NEED FOR COHESION AND THE DESIRE OF CITIZENS FOR SELF-IDENTITY, HER GREAT CONTRIBUTION TO THE WESTERN WORLD WAS THE IDEAL OF MAN AS A SUPERB, WELL-ROUNDED INDIVIDUAL.

Suggested questions related to the understanding:

- How did Pericles' Funeral Oration reveal the Athenian attempt to reach a delicate balance between social cohesion and individual freedom?
- How did the trial and condemnation of Socrates, and his own decision to accept the verdict of the Athenian jurors, illustrate the age old conflict between the rights of the individual and the needs of society?
- What does a study of the remains of Athenian architecture, sculpture, and literature reveal about Athenian values?
- What characteristics of the Athenian city state show that social cohesion and stability were valued?
- What attitude toward the individual was revealed by Greek religious beliefs?
- Which of the Athenian values were most important in protecting the Athenian citizen's privacy and freedom?
- To what extent are the cohesion and stability of present-day Western civilization, and the preservation of personal liberty within our civilization, built around the same values accepted in ancient Athens?
- What attitude toward the individual was revealed by the representation of the human being in Athenian sculpture?

3. THE FORMATION OF THE ROMAN EMPIRE PROVIDED SOCIAL COHESION AND RELATIVE PEACE AND STABILITY ON AN INTERNATIONAL SCALE, WHILE PRESERVING CERTAIN FUNDAMENTAL RIGHTS OF THE INDIVIDUAL.

Suggested questions related to the understanding:

- What are the alternatives to establishing peace and providing social cohesion on an international scale through domination by one power?
- What institutions were developed by the Roman Empire to provide cohesiveness on an international scale among people of fundamentally differing cultures?
- Why were the Romans successful in unifying Western Europe, whereas earlier peoples were not?
- How did the temporarily thriving economy of the Roman Empire contribute to social cohesion?
- How did the rights of a Roman citizen compare with those of an Athenian citizen?

00029

4. THE JUDAEO-CHRISTIAN HERITAGE HAS BEEN AN IMPORTANT FORCE CONTRIBUTING TO THE PERSISTENT IDEAL IN WESTERN CULTURE THAT STRESSES THE WORTH AND DIGNITY OF THE INDIVIDUAL.

Suggested questions related to the understanding:

- What does Judaic literature reveal about the Judaic attitude toward life and man's relationship to God? To other men?
- How much value did the Romans place on human life and individual dignity?
- If toleration was practiced in general, why were Jews and Christians sometimes persecuted by the Romans?
- Why did Christianity appeal to people of all strata in Roman society, especially the lower classes?

5. EVEN IN EARLIEST TIMES IN THE WESTERN WORLD THE CITY HAS BEEN THE SETTING FOR CULTURAL ADVANCEMENT.

Suggested questions related to the understandings:

- To what extent did the city of the Greek and Roman periods offer the individual greater help in his search for identity than did the rural setting?
- To what extent are cities an expression of the need for social cohesion by rule under law?
- What significant political roles were played by cities in classical Greece?
- What is the significance of the ring of cities around the Mediterranean basin in this early period in Western cultural history?
- In what ways did cities help Rome control her vast empire?
- To what extent were "problems of the core city" responsible for the downfall of Rome's greatness?

6. ALTHOUGH THE INVADERS CONTRIBUTED TO THE DOWNFALL OF THE ROMAN EMPIRE AS A POLITICAL ENTITY, CULTURALLY THEY PRESERVED FAR MORE THAN THEY DESTROYED OR REPLACED.

Suggested questions related to the understanding:

- How did population shifts cause changes which contributed to the political collapse of Rome?
- What evidence exists to support the thesis that the conquering tribesmen preserved more Roman culture than they destroyed?
- What changes in European culture resulted from Germanic conquests of parts of the Roman empire?

GENERALIZATIONS

A few generalizations that might be derived from Topic II and tested for validity in other contexts include:

- The value pattern of a past culture is often transmitted through its creative expressions.

- One of the major causes of cultural change has been the migration of peoples.
- The lasting significance of a civilization is often better measured by the persistence of its values in later cultures rather than by the succession of political events.
- The individual's search for identity is often expressed through the arts.

Additional generalizations should be identified by the teacher and the class in working with Topic II.

00031

TOPIC III
THE MIDDLE AGES

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At one time the Middle Ages were reviewed as a period of stagnation between two vibrant and creative ages, the Ancient world and the Renaissance. Recent research, however, reveals that the Middle Ages are more properly viewed as a period during which important institutions and values that have outlasted the period itself were developed or reshaped.

The political events of this period are important to this study only as they explain the way in which society developed. Feudalism's protective features are linked with such differing causes as the rise of Islam, the petty warfare among the nobility, and the continuing raids of the Norsemen upon the British and French coasts. Charlemagne's court offers a good type study for examining the loyalty ties between classes and between church and state.

In this topic the emphasis is placed upon the religious, the agrarian, and the urban aspects of the social order. In each case it will be noted that the preservation of society under some kind of rule of law, (social cohesion) was of great importance. Within these three areas, however, the place of the individual and his chances for self-fulfillment are also analyzed.

CONCEPTS

Concepts which are introduced or extended in interpretation by the understandings and related content in Topic III include:

The Church	Feudal responsibility
Class conflict	Landed aristocracy
Feudal obligation	Urbanization

Additional concepts should be introduced or identified by the teacher and the class in working with Topic III.

1. THE CHURCH EMERGED AS A CENTRAL FEATURE OF THE LIFE, THOUGHT, AND CHARACTER OF THE MEDIEVAL PERIOD.

Suggested questions related to the understanding:

- How were the achievements of the Roman Empire, with administration and bureaucracy on an international scale, reflected in the organization of the medieval Church?
- Why might it be said that the universal set of values provided by the Roman Catholic Church was basic to society?
- In what ways did medieval society seem to repudiate the professed Judaeo-Christian ethic?
- How did the Cathedral reflect the philosophy and spirit of the Middle Ages?

00032

- What services, today provided by government, were then provided by the Church?
- How was the influence of the Church affected by its vast land holdings?
- In what ways was the Church the major patron of the arts? Why did the Church fill this role?
- In general, how was the individual who searched for self-identity through religious dissent or criticism dealt with by the Church? Is there any evidence that diversity on doctrinal matters did exist?

2. DURING THE EARLY MIDDLE AGES, EUROPE WAS AN AGRARIAN-BASED SOCIETY AND, AS SUCH, DEVELOPED UNIFYING INSTITUTIONS THAT OUTLIVED FEUDALISM AND CONTINUED TO INFLUENCE EUROPEAN CIVILIZATION.

Suggested questions related to the understanding:

- Why did the collapse of economic activity in the Roman Empire give impetus to the development of an agrarian society?
- What effects on institutions and the individual did a system of mutual obligations among the classes bring about?
- How did the leadership of a landed aristocracy provide for the needs of an agrarian society?
- Historically speaking, what were the long range results of organizing a society based on a landed aristocracy which had wealth, political power, and social privilege?
- How capable of adjusting to change was a society in which an individual acquired an inflexible social status at birth?
- What are the merits and shortcomings of the medieval political philosophy regarding the power of the ruler?
- To what extent was agrarian feudalism able to provide for individual needs?
- Under the feudal system, who answered the basic economic questions of what was to be produced, for whom it would be produced, and how the resources would be combined for production?

3. IN THE 10TH AND 11TH CENTURIES, THE REVIVAL IN THE IMPORTANCE OF CITIES ALTERED THE CHARACTER OF EUROPEAN SOCIETY AND GAVE GREATER OPPORTUNITIES FOR INDIVIDUAL SELF-FULFILLMENT NOT FOUND IN RURAL COMMUNITIES.

Suggested type study: . A medieval city such as Bruges

Suggested questions related to the understanding:

- What evidence exists that the city never entirely disappeared from the European scene?
- What indications are there that the growth of cities like Bruges changed the character of Western European society? Of its culture?
- What caused the decline of prosperous medieval cities such as Bruges during the 14th century?

- To what extent did the city provide opportunities for achieving self-fulfillment that were not available in rural communities?
- Under the guild system, who answered the basic economic questions of what was to be produced and how resources should be combined for production?

GENERALIZATIONS

A few generalizations that might be derived from Topic III and tested for validity in other contexts include:

- A system of social control frequently grows out of mutual needs for protection and services.
- Although historic periods may differ as to dynamic quality, change can be discerned in any society, no matter how traditional.
- All societies are faced with the basic economic problem of scarcity.
- The individual pays a price for gaining security within a society.

Additional generalizations should be identified by the teacher and the class in working with Topic III.

00034

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TOPIC IV
THE AGE OF TRANSITION

The period extending approximately from the late 1200's to the early 17th century was an age of transition in European history. Many of the ancient and medieval features of Western culture were transformed. This process, neither smooth nor easy, occurred at different times and at different rates throughout Europe. Some areas, such as Italy, underwent many rapid changes; other areas of Europe experienced less disruption of institutions and traditional patterns of life.

In the study of the Renaissance, Western intellectual ferment is investigated. The renewed interest in the spirit of free inquiry and experimentation is examined, particularly as it influenced greater curiosity and a more secular orientation for society. Strong emphasis is placed upon Renaissance glorification of the individual, his capacities, and his need for self-expression. Society's need for a new basis of power is also examined in the discussion of political developments during the Renaissance.

This transitional period saw a shift from the feudal system to the emergence of a broader social order based upon nation-states. The rise of nation-states is extremely important in that this development represents a change that has significantly influenced modern Europe. A type study is used to illustrate this political transition. There is no intent to present a detailed development of the several nations which emerged.

The relationship between social cohesion and the individual's search for identity was dramatically altered by the Reformation. The social order based upon the power and authority of the Church was seriously questioned by both nations and individuals. Far greater emphasis was placed upon the direct relationship between God and the individual. Society was reorganized upon a new basis which was forced to deal with these protests.

Finally, this transitional age is examined through a study of the Commercial Revolution which saw an acceleration of trends already observed in the late Middle Ages. Rapid expansion can be noted in the number of occupations and industries and in the growth of business enterprises and commercial ventures. Origins of modern capitalism can be traced to this period.

CONCEPTS

Concepts which are introduced or extended in interpretation by the understandings and related content in Topic IV include;

- Capitalism
- Ecumenism
- Free inquiry
- Nation-state
- Reformation
- Religious dissent

Additional concepts should be introduced or identified by the teacher and the class in working with Topic IV.

00035

The Renaissance is developed through the use of a specific type study, Florence. Florence exemplified the Renaissance spirit in many ways and what she did not herself originate she so adapted and altered as to make it her own.

1. FLORENCE PERSONIFIED THE RENAISSANCE SPIRIT: SHE ENCOURAGED AN ATMOSPHERE OF INQUIRY AND EXPERIMENTATION WHICH MADE HER THE GREAT LABORATORY OF THE RENAISSANCE.

   Suggested questions related to the understanding:

   - What social and economic characteristics made it possible for Florence to set the tone for almost every aspect of Renaissance life?
   - To what extent did the Florentine political atmosphere influence the city's intellectual and artistic attainments?
   - What influence did men of commerce have on the Renaissance in Florence?
   - What was the dominant attitude in Florence toward the expression of new ideas?
   - How did the kind of Renaissance activity that took place in Florence influence creativity in the north?

2. INFLUENCED BY A RENEWED STUDY OF THE CLASSICAL PERIOD, THE RENAISSANCE REPRESENTED A SHIFT FROM THE "OTHER-WORLDLY" ORIENTATION OF THE MEDIEVAL PERIOD TO A NEW, MORE SECULAR CURIOSITY ABOUT THE EVERYDAY WORLD.

   Suggested questions related to the understanding:

   - How did the renewal of interest in Greek and Roman intellectual life influence the Renaissance?
   - What evidence supports the view that the Renaissance was a period which emphasized new types of learning, particularly creative self-discovery?
   - How did the Renaissance exuberance toward living and the enjoyment of worldly pleasures compare with spirit of the early Middle Ages?
   - Why did Leonardo da Vinci sign his name in a collection of works, "Leonardo da Vinci, disciple of experiment?"
   - How do the works of Leonardo da Vinci demonstrate the versatility, talents, and creativity of Renaissance man?
   - How did the artistic achievements of Florence verify Renaissance optimism concerning the capabilities of the individual?
   - What Renaissance attitude is revealed by Pico della Mirandola's statement when referring to a child, "to him it is granted to have whatever he chooses, to become whatever he wills?" Did this apply to all children?
   - What did Boccaccio's statement "advance then, and. . . you may make yourself known to all the world" reveal about the changing attitude toward the purpose of life?

- How do the findings of people like Copernicus, Galileo, Henry the Navigator, and Columbus show that the Renaissance is an age of discovery?
- What influence did the secularization of society have on Renaissance scientific thought?

3. POLITICAL THINKING OF THE RENAISSANCE PERIOD REFLECTED THE POLITICAL ACTIVITY OF THAT DAY WITH ITS EMPHASIS UPON THE POSSESSION AND EXERCISE OF POWER BY A NEW LEADERSHIP.

Suggested type study: . A political theorist such as Machiavelli

Suggested questions related to the understanding:

- What evidence is there that political activity in Renaissance Italy was focused in new hands?
- What forces influenced and shaped Machiavelli's political philosophy?
- To what extent did Machiavelli reflect the increasingly secular society of his day?
- What do Machiavelli's writings say about his attitude toward the nature of man?
- What is the role of the individual ruler and citizen in such a political society?
- To what extent has Machiavelli influenced practical politicians and political theorists?
- What has the term machiavellian come to mean and to what extent is this interpretation justified?

The Reformation

The Renaissance spirit of inquiry and desire for greater individual expression had a tremendous impact upon the religious institutions inherited from the Middle Ages.

4. REFORMATION LEADERS PROPOSED DIFFERENT POINTS OF VIEW CONCERNING RELIGION AS AN INDIVIDUAL MATTER, AND THE INDIVIDUAL CHRISTIAN'S RELATIONSHIP TO GOD.

Suggested questions related to the understanding:

- How did Martin Luther view the relationship between the individual Christian and God?
- How did Martin Luther view the position of the individual in relation to the organized Church?
- How did John Calvin view the role of God in controlling the universe?
- How did the views of Roman Catholics and Protestants differ on the organization and authority of the church?
- To what extent did Ignatius Loyola and other leaders of the Counter-Reformation challenge the individual's prerogative to interpret theology?

- What reasoning was set forth by leaders of the Counter-Reformation to refute John Calvin's suggestion of predestination?

5. ALTHOUGH THE REFORMATION RESULTED IN SOME BASIC CHANGES IN THE STRUCTURE OF THE CHRISTIAN CHURCH, RECOGNITION OF THE INDIVIDUAL DECISION IN RELIGIOUS MATTERS HAS BEEN SLOW IN ACCEPTANCE IN WESTERN HISTORY.

Suggested questions related to the understanding:

- How was the religion of most individuals determined in the German States in the late 16th and the 17th centuries?
- What evidence is there that some Protestant groups in the 16th and 17th centuries did not accept dissent within their own ranks?
- Why might it be said that the spirit of dissent which freed many Christians from conformity with the Church did not offer the European Jew equal freedom of religious practice?
- How did the Counter-Reformation answer the challenges to its theology and hierarchy?
- What evidence is there in Europe today that preference is given certain religious groups in some countries? How can this be explained?
- What is the significance of the present ecumenical movement? What occasioned this movement at this period in history?
- What evidence is there that even today the role of the individual in spiritual matters and his relationship to religious institutions are still matters of serious discussion?

6. THE REVOLTS AGAINST THE CHURCH, WHICH OCCURRED IN THE 16TH CENTURY, WERE BOTH A REFLECTION OF THE AGE AND A PART OF THE DRIVE FOR NATIONAL STATUS.

Suggested questions related to the understanding:

- To what extent did the Christian church from the time of the fall of Rome establish a kind of society in which individual thinking and creativity were discouraged?
- In what way did the Renaissance involve a shift in emphasis from the preservation of social cohesion to the glorification of individual expression?
- What was the impact of the printing press upon the dissemination and diffusion of the ideas of both the Renaissance and the Reformation within European society?
- To what extent was the Renaissance attitude toward individual expression reflected in the protests of such people as Jan Hus and John Wycliffe?
- What did the growing use of the vernacular exemplify?
- To what extent was the Reformation in the German States national in character?
- What relation was there between the formation of the Anglican Church and the growth of nationalism?
- What were the circumstances that made religious dissent in the 16th century more successful than in previous eras?

00038

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- What evidence is there that there were different motivations for the support of the Reformation?
- In what ways did the Counter-Reformation reflect the spirit of the age?

Rise of Nation-States Governed by Monarchy

The growth of nation-states ruled by monarchs who claimed absolute power was to have far-reaching implications for the development of European history.

7. THE DECENTRALIZED SOCIAL ORDER OF FEUDALISM DURING THE MIDDLE AGES WAS GRADUALLY REPLACED BY A PATTERN OF NATION-STATES WITH CENTRALIZED GOVERNMENTS CLAIMING ABSOLUTE POWER.

Suggested type study: . France in the 16th and 17th centuries

Suggested questions related to the understandings:

- What evidence is there that certain societal forces supported whereas others opposed the establishment of nation-states?
- What methods were used to unify society into nation-states?
- Why might it be said that the Thirty Years' War was an indication that feudalism was dead and that the age of nation-states had begun?
- How was monarchy as a form of government justified then?
- To what extent is the changing attitude toward the monarchy illustrated by the fact that Charlemagne's son, Louis I, was called "Louis the Pious" and Louis IX (1226-1270) has been referred to as "Saint Louis," while their descendant, Louis XIV (1643-1715), was known as "The Grand Monarch"?
- What evidence is there that royal support of exploration and colonization helped strengthen the power of the nation-state?

The Commercial Revolution

The European economy greatly expanded during this transitional period and the expansion had an impact on every aspect of European life.

8. THE SO-CALLED COMMERCIAL REVOLUTION WAS THE INCREASINGLY RAPID EXPANSION OF OCCUPATIONS, INDUSTRIES, BUSINESS ENTERPRISES, AND COMMERCIAL VENTURES THAT HAD ALREADY BEEN ESTABLISHED IN EUROPEAN CITIES BY THE LATE MIDDLE AGES.

Suggested questions related to the understanding:

- To what extent had the Crusades created an interest in and enthusiasm for contact with other peoples?
- What aspects of the Renaissance led to the expansion of travel and exploration?

00039

- How did the Commercial Revolution cause a shift of European leadership from the Italian Peninsula to the Atlantic coastline?
- How did the Commercial Revolution support the movement to reorganize the political structure of Europe into nation-states?
- How did increased trade affect the European economy?
- What considerations generally motivated monarchs to adopt the policy of mercantilism?
- How did the continuing growth of trade and urban centers complement one another?
- How did the Commercial Revolution provide the individual with alternatives for the kind of life he might lead?

9. THE DEVELOPMENT OF A MARKET ECONOMY AND OF MODERN CAPITALISM WAS MADE POSSIBLE IN 16TH CENTURY EUROPE BOTH BY CHANGES WITHIN EUROPE AND BY OVERSEAS EXPANSION.

Suggested questions related to the understanding:

- What forces in the late Middle Ages encouraged risk-takers to expend sizeable amounts of capital in business enterprises?
- What was the effect of the relaxation of Church rules against usury on the expansion of business?
- How did the increasingly centralized monarchies support business expansion?
- How did the decline of the guilds and the growth of the domestic system affect the entrepreneur?
- What new methods of finance were developed to accommodate the expansion of business and trade?

GENERALIZATIONS

A few generalizations that might be derived from Topic IV and tested for validity in other contexts include:

- Great achievements in arts and sciences are made within societies
- having some degree of affluence.
- "Truth, crushed to earth, shall rise again." (William Cullen Bryant)
- Major changes in one aspect of society frequently encourage changes in other aspects.

Additional generalizations should be identified by the teacher and the class in working with Topic IV.

00040

TOPIC V
MODERN MOVEMENTS OF INTELLECTUAL CHANGE

Throughout the centuries Western man's intellectual activity has been a tremendous force for change. His interest has developed in many fields: science, the arts, the performing arts, and philosophy. The implications of this activity have touched the very basis of the Western value system. Modern intellectual movements have contributed much to social cohesion but often they have also served as significant avenues for individuals seeking self-fulfillment and individual identity.

In the period known as the Enlightenment, Western man experienced an intellectual takeoff which greatly expanded his horizons. Science was one of the major beneficiaries of this intellectual expansion, but the effects were felt in all fields.

Scientific developments have been a continuing process in Western history. They have their origins in Egyptian and Greek scientific and philosophical thought but have been enlarged by developments in the Renaissance and Enlightenment. Today science looms large in our modern world. Its practical applications have transformed our very way of life and have transcended the merely practical aspects to touch upon basic moral and philosophical questions.

Modern European intellectual trends have been a very important vehicle for social criticism. With the Romanticists we find greater emphasis upon the individual and his emotions and a reaction against the Enlightenment's emphasis upon reason. Later trends, such as realism, became critical of the ills in society and called for reform. Present intellectual currents are involved with the role of the individual in 20th century society.

CONCEPTS

Concepts which are introduced or extended in interpretation by the understandings and related content in Topic V include:

Classicism	Romanticism
Enlightenment	Scientific revolution
Reason	

Additional concepts should be introduced or identified by the teacher and the class in working with Topic V.

1. THE SPIRIT OF FREE INQUIRY WHICH HAD CHARACTERIZED GREEK AND RENAISSANCE THOUGHT LED THE SCIENTISTS OF THE ENLIGHTENMENT TO DEVELOP THE BASIS FOR 19TH AND 20TH CENTURY SCIENTIFIC THOUGHT.

   Suggested questions related to the understanding:

   - To what extent did scientists such as Descartes and Newton place a new emphasis upon the importance of direct observation?

00041

- How did the emphasis of the Enlightenment upon the use of human reason to discover and use natural law lead to subsequent advances in the field of science?
- What evidence is there that the scientist of the 17th and 18th centuries foreshadowed important new scientific fields of thought which were to assume great importance at a later date?
- To what extent did speculations which had limited importance in the 17th and 18th centuries have a great impact on the work of 19th and 20th century scientists?
- To what extent were many of the advances of the 18th and 19th centuries of a technological rather than a purely scientific nature?
- What distinctions can be drawn between pure and applied science (technology)?

2. SCIENCE IN THE 20TH CENTURY HAS MADE MAN MORE CAPABLE OF MASTERING THE NATURAL FORCES THAN AT ANY PREVIOUS STAGE IN HIS HISTORY, AND AT THE SAME TIME MORE VULNERABLE TO TOTAL EXTINCTION.

Suggested questions related to the understanding:

- How have scientific developments in the 20th century distinguished it from any other age?
- To what extent are many of the advances in medicine beyond the realm of understanding of earlier generations? Of this generation?
- What are some of the questions of morality and values which have been raised as a result of the application of some modern scientific developments?
- What impact has today's astounding scientific productivity had upon 20th century intellectual movements?

3. ALONG WITH THE DRIVES FOR POLITICAL FREEDOM AND ECONOMIC ADVANCEMENT CAME A SHIFT FROM CLASSICISM IN THE ARTS AND LETTERS TO ROMANTICISM WHICH GLORIFIED MAN'S INSTINCTS AND EMOTIONS AND STRESSED FREEDOM.

Suggested questions related to the understanding:

- In what way did Classicism reflect and support aristocratic society of the 17th and 18th centuries?
- To what degree did Classicism emphasize form and style over emotions and individual freedom?
- What objections were raised by the Romanticists concerning classical emphasis upon reason, natural law, and the concept of progress held by those of the Enlightenment?
- What evidence is there that the Romanticists expanded an already existing value of individualism to include service to mankind and emphasis upon the dignity and worth of the common man?
- In what way do such movements as abolition of the slave trade, concern for child welfare, and prison reform in Western Europe reflect the spirit of Romanticism?
- How do the Romanticists, with their veneration of nature as an embodiment of universal spirit, reflect opposition to a materialistic, mechanistic industrial society?

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- To what extent can it be said that "the greatest legacy of Romanticism was its insistence that society was more than a branch of physics and the individual more than a cog in a world machine"?
- What basis is there for the often repeated statement that Fascism and Nazism were in many ways derived from European Romanticism?

4. THE MOVEMENT AWAY FROM ROMANTICISM REFLECTED DISENCHANTMENT WITH THE IRRATIONALITY AND SHORTCOMINGS OF 19TH CENTURY SOCIETY AS WELL AS THE "REVOLUTION OF RISING EXPECTATIONS."

Suggested questions related to the understanding:

- How did such events as Emile Zola's defense of Dreyfus reflect growing dissatisfaction with the establishment and the aware- of such imperfections of society as discrimination?
- To what extent was Realism a criticism of the ideals and direction of the Romantic movement?
- How did Realist novels, such as those of Charles Dickens, expose the evils of industrialization and create a climate of reform?
- To what extent did the Impressionists break with the Romanticists by insistence upon observation rather than stress upon inspiration alone?
- What evidence is there that psychology has had a profound impact upon the arts and intellectual trends in Western culture?
- To what extent have the existentialists questioned the role of the individual in a scientifically oriented world?
- Why have some of the intellectual movements of the late 19th and 20th centuries been pessimistic in nature?
- Why might it be said that many modern intellectual movements express social protest and demand for reform?

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic V and tested for validity in other contexts include:

- Rapidity of technological and economic change is reflected in the development of different ways of viewing mankind.
- Art forms reflect the way in which man perceives himself in relation to others.
- Innovation and experimentation, despite temporary setbacks caused by such forces as political restrictions or war, tend to continue and to proliferate.
- "'Beauty is truth, truth beauty,'—that is all ye know on earth, and all ye need to know."' (Keats)

Additional generalizations should be developed by the teacher and the class as they work on Topic V.

00043

TOPIC VI
MODERN MOVEMENTS OF POLITICAL CHANGE

The nature of political institutions is important in any society. Europe from the 17th to the 20th centuries has experienced tremendous shifts in political arrangements which have had a pervasive impact upon all aspects of society at home and also in the world at large.

A significant movement that shaped modern Europe was the effort to build democratic societies. In some places this growth was accomplished in relative peace through a process of gradual development or evolution; in others, it was attained only through the violent upheaval that is often associated with revolution. While these patterns of change stemmed from the desire of the many to share in the privileges and responsibilities held by the few, the ultimate result has not always been a democratic government. The violence of revolution has frequently led to periods of absolutism (totalitarianism).

Although few would dispute the role of nationalism as a vital force in modern Europe, there is much disagreement concerning its meaning and nature. With the development of the nation-state, the first nationalistic loyalties were those attached to the ruling dynasties which offered strength to withstand the endless petty warfares of medieval feudalism. The relative importance of a number of factors in nationalism has shifted variously: a topographically defined homeland, a linguistic and cultural unity, a burgeoning economy expanding beyond European borders. Each has at times been seen as more important. Similarly, nationalism has been considered both as an expression which is a positive result of war and as a negative factor causing wars. Nationalism has been both the force which has elevated great leaders and the tool of less scrupulous manipulators of power. Neither the significance of nationalism in political change, nor the circumstances causing these varied interpretations can be overlooked in understanding the development of Europe today.

CONCEPTS

Concepts which are introduced or extended in interpretation by the understandings and related content in Topic VI include:

- Bourgeoisie
- Charismatic leader
- Chauvinism
- Imperialism
- Nationalism
- Political evolution
- Revolution

Additional concepts should be introduced or identified by the teacher and the class, in working with Topic VI.

00044

Evolution as Political Change

Europe has witnessed the evolution of democracy in Britain from an aristocratic society in 1800 to a popular democracy in the mid-20th century. This evolution was to have a tremendous impact not only on Britain's neighbors in Europe but on the rest of the world as well.

1. INFLUENCED BY THE INTELLECTUAL FERVOR OF THE RENAISSANCE AND REFORMATION, 17TH AND 18TH CENTURY INTELLECTUALS PROPOSED THEORIES CONCERNING THE NATURE OF THE INDIVIDUAL AND HIS RELATIONSHIP TO THE ORGANIZATION OF SOCIETY.

   Suggested type study: . A comparison of the ideas of political theorists such as Hobbes, Locke, and Rousseau

   Suggested questions related to the understanding:

   - How was the thinking of the philosophes influenced by the Renaissance and Reformation?
   - What impact did the political observations of such 17th century English philosophers as Hobbes and Locke, have upon the political thought of the 18th century philosophes?
   - How much importance did the philosophes place on human reason?
   - What point of view was emphasized and developed by the philosophes with respect to natural law?
   - How did the ideas of Hobbes, Locke, and Rousseau compare with respect to the inherent nature of man; how did their proposals for the organization of society differ?
   - How would the adoption of the point of view of Locke have changed 18th century European society?
   - How would the adoption of the point of view of Rousseau have changed 18th century European society?
   - What relevance do the views of Hobbes, Locke, and Rousseau have to issues facing students in the late 20th century?

2. THE EVOLUTION OF THE POLITICAL INSTITUTIONS OF THE BRITISH GOVERNMENT OCCURRED GRADUALLY OVER A LONG PERIOD OF TIME.

   Suggested questions related to the understanding:

   - How did the medieval experiences of the British upper classes in winning a degree of shared power with the Crown give that nation some advantages?
   - What were the experiences in the 1600s which caused Britain's leaders by 1688 to confirm their faith in an Anglican and limited monarchy?
   - What forces brought about the growth of the two-party system in Britain?
   - What forces brought about a shift in power from the Monarch to the Parliament?
   - How did British economic conditions of the 19th and 20th centuries encourage efforts toward popular democracy?

00045

- Within Parliament, what forces brought about a more democratic shift in power?
- What methods of protest and opposition became part of the British tradition?

3. PRESENT DAY BRITISH DEMOCRACY HAS POLITICAL INSTITUTIONS THAT SIMULTANEOUSLY PROVIDE FOR BOTH REPRESENTATIVE AND RESPONSIBLE GOVERNMENT.

Suggested type study: The campaign, election, and term of office of a controversial Prime Minister such as Harold Wilson.

Suggested questions related to the understanding:

- What are the merits and shortcomings of organizing political leaders into two major parties rather than into one party or a multiparty system?
- How do the British political traditions of a precampaign compromise affect the voter's decision-making task at election time?
- To what extent can the citizen expect the winning party in a British election to enact into law the various planks in the party platform?
- Why is the British governmental system referred to as a "limited monarchy"?
- What is the significance of the fact that the minority party is called "Her Majesty's Loyal Opposition"?
- What arguments might a British citizen advance to defend a political system seemingly without checks and balances, in which the legislative, executive, and appellate judicial functions are combined?
- What justification is there for the argument that the British electorate has much more immediate voice in opposing policies of the Prime Minister than does the electorate of the United States with regard to policies of the President?
- In what way is the British government capable of making changes without disturbing the basis for social cohesion?

The Pattern of Revolution as Political Change

Many historians have concluded that modern revolutions follow a pattern: salient conditions at the time of revolution; attempts by moderates to reform society; a take-over by radicals willing to use force and terror; a reaction against violence; the emergence of a powerful leader and the development of international ramifications.

4. AMONG THE COMPLEX CAUSES OF A MODERN REVOLUTION IS A WIDE DIVERGENCE BETWEEN THE IDEAS OF INTELLECTUALS AND THE REALITIES OF LIFE IN THE PREREVOLUTIONARY SOCIETY.

Suggested type study: . To "test the pattern": a prerevolutionary society such as France under the Old Regime

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Suggested questions related to the understanding:

- What were the long range effects of an organization of society wherein a landed aristocracy had wealth and political power, but the economy was rapidly developing commercial and industrial bases?
- How did conditions in France under the Old Regime compare with the social organization proposed by political theorists such as Rousseau and Locke?
- How did the rational and worldly orientation of intellectuals contribute resentment against a tax supported church?
- How did the emphasis on individual rights by political theorists such as Locke and Rousseau compare with the legal status of the Third Estate; the privileges of the First and Second Estates?

5. MANY MODERN REVOLUTIONS HAVE SIGNIFICANT IDENTIFIABLE PATTERNS IN THE RECURRENT SHIFT OF CONTROL DURING THE PERIOD OF REVOLUTION.

Suggested type study: . The stages of a modern revolution such as the French Revolution of 1789-95

Suggested questions related to the understanding:

- What crisis in the Old Regime finally precipitated a move toward reform by the French monarchy?
- What was the nature of the grievances expressed by the French people in the cahiers?
- To what extent were the moderates able to carry out a program of reform which revised the basis for social cohesion in 18th century France?
- Why did power shift from the moderates?
- What was the basis of the radical program?
- Why did reaction occur in France which upset the accomplishments of the radicals?
- What does the French Revolution illustrate in relation to the pattern of revolutions?

6. AMONG THE OUTCOMES OF A MODERN REVOLUTION IS THE EMERGENCE OF A POWERFUL LEADER WHO SYNTHESIZES THE IDEALS OF A REVOLUTION WITH THE NEED FOR SOCIAL COHESION.

Suggested type study: . A revolutionary leader such as Napoleon.

Suggested questions related to the understanding:

- To what extent do the constant shifts in revolution create the need for strong leadership?
- How does the leader gain popular support?
- What segments of the society must the leader control, or have the support of, in order to gain and maintain ascendancy?
- To what extent do the events in the current student uprisings reflect this pattern of revolutionary leadership?

00047

7. AMONG THE COMPLEX OUTCOMES OF A MODERN REVOLUTION IS THE CHALLENGE POSED TO OTHER SOCIETIES AS A RESULT OF THE QUESTIONS RAISED AND OF THE CHANGES BROUGHT ABOUT BY THE REVOLUTION.

Suggested type study: . An attempt to cope with a revolution, such as the attempt by the Congress of Vienna to cope with the aftermath of the French Revolution

Suggested questions related to the understanding:

- Why do revolutionary events in one society place pressures on other societies?
- What groups in other societies tend to support and oppose adoption of revolutionary changes?
- To what extent can forces of reaction nullify the changes brought about by revolution?
- To what extent has it been possible, within the European experience, to truly "turn back the clock" in those societies which wish to do so?
- How have the recent student revolts posed challenges to The Establishment in the countries where they have occurred?

Nationalism, A Key to Political Change

Nationalism has been a movement of perhaps unparalleled significance not only for modern Europe but for the world today. It has impelled action not only for nations but for the individual and has even encouraged the expansion of Europe and European culture beyond its boundaries into almost every corner of the globe.

8. ALTHOUGH THE MEANING AND SIGNIFICANCE OF NATIONALISM HAS VARIED THROUGHOUT THE MODERN ERA, IT HAS PROVIDED A REASON FOR CREATION OF LARGER CENTRALIZED POLITICAL UNITS AS WELL AS A BASIS FOR ESTABLISHING INDIVIDUAL IDENTITY.

Suggested questions related to the understanding:

- To what extent might the Hundred Years' War be considered a series of conflicts caused by nationalism?
- What interpretation of nationalism might be expected of a citizen of England in the reign of Henry VIII, or in the reign of Elizabeth I?
- To what extent would a resident of the Rhineland battlefields of Louis XIV in the late 17th century consider himself as "French" or "German," depending upon the success of the various armies in any given year?
- To what extent does the development of citizen armies in place of mercenaries indicate the strength of nationalism in a nation?
- What difficulties would a government have in developing strong feelings of nationalism in a society (such as the Soviet Union) in which the people speak many different languages?

- In what instances has the growth of a feeling of nationalism among a large segment of the population led to movements that aggressively support unification?
- How is nationalism related to creative movements in art, literature, and music?
- What does de Gaulle's slogan, enunciated during his visit to Quebec, "Vive le Quebec Libre," reveal about the relationship between ethnic identity and nationalism?
- Which term most accurately describes the individual's feeling of nationalism today: love; loyalty; pride; emotional zeal?

9. NATIONALISM HAS BEEN CONSIDERED BOTH A CREATOR OF LEADERSHIP AND A TOOL OF LEADERS.

Suggested type studies:
- Germany under Otto Von Bismarck
- France under Charles de Gaulle

Suggested questions related to the understanding:

- How did nationalism play a part in the emergence of the leader?
- How has the leader used nationalist feelings to bring unity within the country?
- How has the leader used nationalism to interfere in another country's affairs to the advantage of his own country?
- To what extent has nationalism been a force in the determination of economic policies at home and abroad?
- To what degree has the leader promoted international unrest in his use of nationalism to continue or to extend his power?

10. NATIONALISM ENCOURAGED EUROPEAN NATIONS TO ENGAGE IN NEW EXPLOITS OF IMPERIALISM TO BOLSTER THE NATIONAL ECONOMY AND NATIONAL PRIDE.

Suggested questions related to the understanding:

- How did 19th century imperialist activities bolster nationalist feelings in the European nation which followed a policy of imperialist expansion?
- How did imperialism practiced by a European nation influence the world position of that power?
- How did difficulties experienced by private investors lead pre-World War I Germany to consider undertaking imperialist actions?
- What illustrations from European history show that nationalism sometimes led to imperialist conflicts?

11. THE COLLAPSE OF IMPERIALIST ARRANGEMENTS CAUSED EUROPEAN POWERS TO LOSE THEIR PREVIOUS POSITION OF INTERNATIONAL DOMINATION AND TO RE-ADJUST THEIR ECONOMIC AS WELL AS THEIR POLITICAL POLICIES.

Suggested questions related to the understanding:

- To what extent has the European position of international domination been altered by the emergence of former colonies as new nations?

00049

- What pressures has the loss of colonies placed upon the internal political situation of European nations?
- How have Belgium and Holland adjusted their economy to compensate for the loss of colonies since World War II?
- How can the nationalist pride generated by such a slogan as "the sun never sets on the British Empire" be shifted or compensated for, after the nation's colonial empire is dissolved?

GENERALIZATIONS

Generalizations that might be derived from Topic VI and later tested for validity in other contexts:

- Enlightenment is a much more potent cause of revolution than is the mere existence of oppression.
- The existence of common cultural traditions is a potent force for unity within a geographic entity.
- An important indication of the strength of nationalism within a country is the willingness with which its citizens accept economic and military obligations
- Many societal changes are interrelated with respect to both causes and results.
- Imperialist expansion brings changes to the conquering nation as well as to the areas conquered.

Additional generalizations should be developed by the teacher and the class as they work on Topic VI.

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TOPIC VII
MODERN MOVEMENTS OF ECONOMIC CHANGE

Closely associated with the political movements of change, the European economy underwent great pressures of growth and innovation. These changes included industrialization and the development of new economic systems to meet the needs of a changing European society.

Industrialization has meant the final movement away from exclusive reliance upon an agrarian way of life in Europe. It has led to the complete revolution in modes of manufacturing and has forced European society to analyze various plans for financing. This in turn has brought a new elite, a different group of people who have wielded the power not only in economic but political development.

Along with changes in production, whole life patterns for millions of individuals have been radically altered. There is opportunity here to analyze how these changes have affected the individual in society. The breakdown of old traditions may have freed some and led to greater chance for individual expression. The many demands of the industrial institution, such as regular work patterns and forced residence close to factory, brought greater regimentation to others. To answer the many problems posed by modern industrialization, countries in Europe have placed ever increasing government controls on their economies. Socialism in modern Europe provides a wide spectrum, from limited state ownership and planning to the Soviet brand of Communism. Even within this wide range of economic views, debates are constantly going on, not only in European countries, but in many emerging nations newly involved in industrial development.

CONCEPTS

Concepts which are introduced or extended in interpretation by the understandings and related content in Topic VII include:

Free enterprise	Nihilism
Industrial revolution	Precondition for takeoff
Laissez-faire	Proletariat
Market economy	State planning

Additional concepts should be introduced or identified by the teacher and the class in working with Topic VII.

Industrialization

Among the distinguishing features characteristic of European society have been its early industrialization and technological development. This process has had the capacity to alter the very essence of European character and institutions.

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1. INDUSTRIALIZATION MARKED A MAJOR SHIFT IN EUROPEAN SOCIAL AND ECONOMIC ORGANIZATION AS WELL AS IN TECHNOLOGY.

Suggested questions related to the understanding:

- What part does change in agriculture play in preparing a nation for what W. W. Rostow has termed "industrial takeoff"?
- What changes with respect to who holds the power and who are the "elite" can be expected in an industrializing society?
- Why is expansion of transportation facilities seen as an important factor in industrial development?
- What circumstances favored industrialization in Britain in the late 18th and early 19th century, as compared with Holland? With France?
- How were traditional patterns for organizing manufacturing changed during the 19th and 20th centuries as a consequence of new manufacturing techniques?

2. THE MOVEMENT POPULARLY CALLED "THE INDUSTRIAL REVOLUTION" HAD PROFOUND EFFECTS UPON CULTURE PATTERNS.

Suggested questions related to the understanding:

- How did the traditional relationship between men and women change with respect to their place in the family, their role as wage earners, and their social status?
- To what extent were such labor conditions as work week and work year changed by the mechanization of industry?
- What was the relation of industrialization to the organization of society into social classes?
- How did the relative political and economic power of the various social classes change with the growth of industrialization?
- To what extent is the individual's search for identity affected by increased industrialization?
- How did population shifts which accompanied industrialization affect the growth of rural, urban, and suburban areas?
- In what ways did the growth of technology affect the system of education?
- In what ways have our concepts of distance changed with our ever increasing technology?
- In what ways have our concepts of property changed for groups such as the farmer and the urban worker?
- In what ways has industrialization created urban problems which have become major political and social concerns in the 20th century?

Socialism in Europe

In response to the problems created by industrialization, Europe has had to meet the challenge to both its economic and political institutions. One solution to these needs has been the growth of the movement known as socialism.

00052

3. 19TH CENTURY SOCIALIST WRITERS PROPOSED BASIC CHANGES IN THE ECONOMIC INSTITUTIONS OF SOCIETY (A) TO RESOLVE PROBLEMS CREATED BY INDUSTRIALIZATION, AND (B) TO REFORM THE WORKING AND LIVING CONDITIONS OF THE PROLETARIAT.

Suggested type studies:
- Karl Marx
- Fabian Socialists

Suggested questions related to the understanding:

- To what extent did Marx reflect already existing Western philosophical and scientific thought?
- According to Marx's interpretation of history, what has been the role of property in the organization and distribution of wealth?
- According to Marx, what had always been the nature of historical change?
- How does Marx describe capitalism in the 19th century?
- What reasons does Marx cite to explain the living and working conditions of the proletariat in the 19th century?
- What were Marx's predictions concerning the future history of industrial capitalism?
- According to Karl Marx, what was the only method which could possibly resolve the problems facing the industrial proletariat?
- According to Marx, what policies will effectively transform a society from the most advanced state of capitalism to the early stage of Communism?
- What are the merits and shortcomings of Marx's view that the ideal society is one which is classless?
- What analysis might be made by a middle class person in the United States about Marx's view that the ideal society is one organized in accordance with the principle, "from each according to his ability, to each according to his needs?"
- Why did Marx envision Communism as an international movement?

4. INDUSTRIALIZATION HAS LED TO A CONTINUING DEBATE CONCERNING THE DEGREE TO WHICH A MODERN WESTERN ECONOMY SHOULD BE CAPITALIST-ORIENTED, SOCIALIST-ORIENTED, OR COMMUNIST-ORIENTED.

Suggested questions related to the understanding:

- What are the distinguishing features of a capitalist-oriented economy? A socialist-oriented economy? A communist-oriented economy?
- In which economic system is there the greatest concern with satisfying consumer wants?
- In each of these three types of economies, how does the individual choose his economic function? What is the function of competition in each?
- What are the significant points of comparison in the attitude toward state planning and the role of government in controlling production and distribution in each of these types of economies?

- What are the significant points of comparison in the extent to which the profit motive is the reason individuals perform economic functions in a capitalist-oriented, a socialist-oriented, and a communist-oriented society?

5. THE DEVELOPMENT OF SOCIALISM IN WESTERN EUROPE AND COMMUNISM IN EASTERN EUROPE HAVE PROCEEDED IN WAYS CONSISTENT WITH HISTORICAL TRENDS IN THESE RESPECTIVE REGIONS.

   Suggested questions related to the understanding:

   - What historic traditions of many countries in Western Europe are consistent with the practice of permitting public debate of problems and policies of socialism? How have the historic traditions of much of Eastern Europe styled the debate of such issues in that area?
   - What basis is there for the thesis that major differences between Russia in 1900 and many of her Western neighbors stemmed from Russia's isolation from major historical movements of previous eras?
   - What evidence is there to support the statement that Russia was a more fertile breeding ground than Western Europe for the movement known as Nihilism? Are any of the social and economic conditions which produced Nihilism present to any pronounced degree in Western society today?
   - By 1900 how did most nations of Western Europe and Russia compare with respect to the ability of their political institutions to adjust to change and to provide for reform? How do the nations of these areas compare today with regard to adjustment to change and provision for reform?

6. THE DEVELOPMENT OF SOCIALISM IN WESTERN EUROPE HAS PROCEEDED IN A WAY THAT IS MORE OR LESS TYPICAL OF EVOLUTIONARY CHANGE, WHEREAS THE DEVELOPMENT OF COMMUNISM IN EASTERN EUROPE HAS PROCEEDED IN A WAY THAT IS MORE OR LESS TYPICAL OF REVOLUTIONARY CHANGE.

   Suggested questions related to the understanding:

   - Why are periodic elections in Western Europe typical of change by evolution?
   - Why might it be said that the continued growth and expansion of privately owned enterprises in Western Europe reveal that the development of socialism there is evolutionary?
   - To what extent and in what ways has the social structure of Western Europe changed during the past 20 years?
   - In Western Europe, to what extent have programs for education, public housing, and medical care established economic dignity and higher standards of living for the individual?
   - Why might it be said that the failures of Czarist Russia to find adequate solutions to long standing problems made revolution almost inevitable?
   - To what extent was the wide gap between economic conditions in Czarist Russia and the ideas of Socialist intellectuals typical of a society ripe for revolution?

00054

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- The Kerensky government, dominated by the middle class intellectual, was unable to maintain power. How does this fact typify the dynamics of modern revolution?
- To what extent was the acquisition of power by a small group of Bolsheviks typical of the radical stage of a modern revolution?
- In what ways were the methods used by Stalin to establish a communist economy after 1928 typical of change by revolution?
- How accurate is the accusation of Mao that the Soviet Union has abandoned the precept of socialist progress through continuing revolutionary changes?

7. THE SOVIET EXPERIMENT HAS BEEN AN ATTEMPT TO ESTABLISH COMMUNISM IN THE TRADITION OF THE WRITINGS OF MARX AND LENIN, BUT, IN PRACTICE, IT FREQUENTLY HAS DEPARTED FROM THESE PHILOSOPHICAL CONSIDERATIONS.

   Suggested questions related to the understanding:

   - How did Stalin use his official position to gain almost complete dictatorial power?
   - What compromises had to be made with the institutions of capitalism?
   - How does the wage system in the Soviet Union compare with Marx's plan for distribution according to need?
   - How successful has the Soviet system been with respect to reaching Marx's ideal of a classless society?
   - How does Marx's emphasis, that Communism should be established on an international scale, compare with the policies of the Soviet Union?
   - What difficulties have been experienced by the Soviet Union in its attempts to apply what Marx said about a revolution in an advanced industrial society to the originally agrarian-based economy of Russia?
   - What pressures have been placed upon Soviet society by the economic prosperity experienced by Western Europe?
   - What pressures have been placed upon Western Europe by successes of state planning experienced by the Soviet Union?
   - To what extent have the Soviet Communists continued practices that prevailed in Czarist Russia?

8. AT PRESENT MANY COUNTRIES OF WESTERN EUROPE HAVE ADOPTED SOME FORM OF SOCIALISM TO PROMOTE ECONOMIC PROGRESS AND WELFARE PROGRAMS TO HELP GUARANTEE THE ECONOMIC DIGNITY OF ALL PEOPLES.

   Suggested type study: . A Western European nation such as Sweden

   Suggested questions related to the understanding:

   - Why did the conditions and problems accompanying industrialization lead Sweden to adopt socialism?
   - How does the Swedish government use its ownership of transportation, natural resources, and utilities to control a large part of the economy?

00055

- How has Sweden's tax structure changed the social structures of that society?
- Is there any substantial evidence that the government regulation inherent in socialist planning may tend to curtail individual expression?
- Is there justification for the contention that democratic socialism is based on the government formulating policies that are responsive to public opinion?

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic VII and tested for validity in other contexts:

- Whether men recognize that a change may be for the common good and ultimately inevitable, they tend to resist any change threatening their livelihood and familiar pattern of living.
- Economic changes in one part of the world often bring into play new political and social forces on a worldwide scale.
- Societal changes are interrelated in both causes and results.
- Extremes in adverse business conditions frequently produce extremes in attempted solutions when opportunity for change comes.

Additional generalizations should be identified by the teacher and the class, in working with Topic VII.

00056

TOPIC VIII
MODERN ATTEMPTS TO RESOLVE FUNDAMENTAL PROBLEMS

History is often seen as the story of man's ways of attempting to resolve the problems that confront him. There is a tendency today to cast modern man in the dilemma faced by the legendary dragon slayer who saw two heads form for every one he removed from his adversary.

This topic poses three significant challenges which have faced Western Europe during the past century. Rather than to oversimplify these problems in terms of "cause" and "cure," they are examined with respect to the significance of each to various aspects of man's life.

Does totalitarianism represent a simple solution to various ills such as economic distress, loss of national pride, or perhaps boredom with a materialistic society? Does the cohesive society that totalitarianism offers justify the curbs upon the individual's right of free expression?

Is balance of power the best possibility for preventing future armed conflict? Has Europe learned to blend the different heritages of East and West, to use regional and other organizations to resolve conflicts before war becomes the only alternative?

The third challenge should be looked upon as a source of strength as well as an area of problems. Increasing urbanization has been a partner of innovation and free expression throughout Europe's history. Can this heritage, which has made Paris and Rome the very synonyms of intellectual and cultural stimulation over the years, be continued, or must it be surrendered to the mounting industrial haze, traffic accumulation, and general air of discouragement and decay with which many view urban settings today?

This topic uses the European setting for its illustrative content, but provides, nearly as appropriately as Topic I, a basis for comparison with nations of Asia, Africa, and America. In facing these challenges, Europe has indeed come of age, a part of the total world of man.

CONCEPTS

Concepts which are introduced or extended in interpretation by the understandings and related content in Topic VIII include:

- Appeasement
- Balance of power
- Containment
- Genocide
- Political extremism
- Totalitarianism
- Urban culture
- Urbanization

Additional concepts should be introduced or identified by the teacher and the class in working with Topic VIII.

00057

Challenge of Totalitarianism

With the growth of modern means of transportation and communication, the Western world has seen the emergence of a new phenomenon, the development of the totalitarian state. The specific political institution may differ widely in nature but one fact is apparent, the individual and the means of production are controlled by the state to achieve the goals of the specific society.

1. TOTALITARIANISM WITH ITS SIMPLE SOLUTIONS TO COMPLEX PROBLEMS IS OFTEN ACCEPTED BY A PEOPLE WHO HAVE GREAT DESPAIR CONCERNING PROBLEMS OF SOCIAL ORDER.

   Suggested type study: . Nazi Germany

   Suggested questions related to the understanding:

   - In what ways were German pride and nationalism affected by the peace settlement after World War I?
   - What developments during the years of the Weimar Republic caused much of the German electorate to become disillusioned with democracy?
   - How valid is the historical interpretation that an economic depression causes people to turn to extremes in order to restore a semblance of economic prosperity as a unifying force?
   - How did Nazi slogans and speeches appeal to a large segment of German voters?
   - Why did Hitler reject pacifism and international cooperation?
   - What answers are there to those who say "Why did they let the Nazis come to power?"

2. NAZISM GREW OUT OF THE EXTREME EXAGGERATION OF CERTAIN HISTORICAL MOVEMENTS PREVALENT IN WESTERN CULTURE, YET, SIMULTANEOUSLY, IT WAS A COMPLETE CONTRADICTION OF FUNDAMENTAL WESTERN VALUES.

   Suggested questions related to the understanding:

   - In what ways were political practices of Germany lacking in the evolution of democratic tradition of the West?
   - How did the traditional glorification of the hero in the West correlate with the role of the Fuehrer?
   - How did the influence of Romanticism in Western culture prepare the way for Hitler's appeal to antirationalism?
   - In what way did Hitler reject rationalism and replace it with an appeal to mass emotions?
   - How did Hitler's philosophy on the nature of force correlate with Renaissance political theory?
   - How did the use of nationalism by the Nazis compare with the stress upon nationalism elsewhere in Europe?
   - In advocating anti-Semitism, to what extent was Hitler reinforcing an attitude already present in Western civilization?

00058

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- How did the policies related to genocide, the concentration camps, and the treatment of conquered peoples compare with traditional Western values concerning the dignity of man?
- How did Hitler's emphasis upon obedience compare with the spirit of free inquiry which characterized Western thought?
- What is the relationship between Hitler's emphasis upon the "master race" and the Western expression of the equality and dignity of mankind? Is the "master race" thesis related to the Western tradition of Western superiority and domination?
- How did Hitler's emphasis on the importance of a great leader compare with Western concepts of democracy and majority rule?
- Why was Hitler's philosophy opposed by organized religious groups and yet supported by some within those groups?

Attempts To Guarantee Peace

There has been a continuing attempt throughout European history to provide for peace. A whole spectrum from balance of power to international cooperation to appeasement has been adopted, abandoned, and reassessed. This subtopic is designed to have students understand selected European approaches to peace and to evaluate their merits.

3. BALANCE OF POWER DIPLOMACY HAS BEEN APPLIED CONSISTENTLY IN PLANS FOR EUROPEAN PEACE.

   Suggested questions related to the understanding:

   - Under balance of power diplomacy, if one major power makes significant gain, why is it believed to be necessary for other major powers to receive compensation?
   - Under the system of balance of power, why is it believed to be essential that every nation-state have a defense system and be ready to use it to defend itself and to stop a real or an imagined aggressor?
   - How did the peace settlement of Vienna illustrate the ideas of compensation and balance of power system?
   - How effective, as a plan for peace in the late 19th and early 20th centuries, was the organization of the major power of Europe into two armed camps, the Triple Alliance and the Triple Entente?

4. IN PRACTICE INTERNATIONAL COOPERATION HAS NORMALLY GROWN OUT OF COMMON FEARS AND MUTUAL NEEDS.

   Suggested questions related to the understanding:

   - How did Wilson's Fourteen Points, proposing the theory of international cooperation, compare with the actual peace settlement after World War I?
   - How did the approach of international cooperation following World War I attempt to prevent repetition of the causes of that conflict?

00059

- What modern historical movements must be deemphasized before international cooperation can become a reality if we are to use history as a guide?
- What is the value of international organizations such as the United Nations and the World Court, in view of the practicalities of common fears and mutual needs?
- What evidence is there that regional agreements have often emerged out of common fears and mutual needs?
- What evidence is there that regional economic agreements are of value to the participants other than as a means of providing peace through international cooperation?
- What are some of the most pressing problems in our world that are not national but international in scope?

5. APPEASEMENT RESULTS WHEN ONE COUNTRY CAPITULATES TO THE DEMANDS OF ANOTHER POWER AND PERMITS THAT POWER TO MAKE A SIZABLE GAIN WITHOUT COMPENSATION TO THE OTHER POWERS.

Suggested type study:
- European situation in 1930's such as Munich Conference

Suggested questions related to the understanding:

- Why was balance of power diplomacy abandoned at Munich?
- What were the results of the policy of appeasement for Hitler's Germany? For minor nations surrounding Germany?
- Why has the case of Munich been a constant source of debate among those concerned about the peace of Europe?
- Why do diplomats continue to belabor the Munich analogy?

6. THE POLICY OF CONTAINMENT IS AN ATTEMPT TO MAINTAIN THE BALANCE OF POWER BY PARTIALLY ISOLATING THE SOVIET UNION AND CURTAILING HER ATTEMPT TO SPREAD COMMUNISM.

Suggested type study:
- Relations between United States and the Soviet Union

Suggested questions related to the understanding:

- Why did events after 1945 cause the nations of the world to abandon the hope that peace could be maintained through international cooperation?
- From the point of view of the Soviet Union, what reasons are given to justify domination of Eastern Europe?
- From the point of view of the United States and her allies, what reasons are given to justify the creation of military alliances that surround the Soviet Union?
- How accurate was the view prominently held during the early 1950's that the world is organized into two unified power blocks?
- To what extent has the policy of containment been successful?
- From your study of various plans for peace, what conclusions should be reached concerning the effectiveness of balance of power diplomacy in keeping peace in today's world?

00060

Western Man and His Urban Culture

European society has always tended toward an urban base. Even when the city has been most vulnerable, the concept of the city has not died, but rather has been altered to meet the needs of a changing Western society. The problems of urban culture are sometimes seen today to the exclusion of the contribution of cities.

7. MANY OF THE MOST VITAL ELEMENTS IN WESTERN SOCIETY HAVE EMANATED FROM URBAN-CENTERED CULTURE.

Suggested questions related to the understanding:

- To what extent does the history of Western civilization support Aristotle's conclusion that "a man who lives apart from the city is a barbarian?"
- To what extent did the concept of the city change during the history of Western civilization?
- Why did industrialization of Europe create a new picture of the city?
- What forces in urban culture have traditionally stimulated the intellectual ferment associated with Western values and culture?

8. INCREASED URBANIZATION IN THE LATE 19TH AND THE 20TH CENTURIES HAS CREATED NEW PROBLEMS WHICH MUST BE FACED BY SOCIETY.

Suggested questions related to the understanding:

- What problems have European cities increasingly been forced to face in the mid-20th century World Wars?
- How has transportation reflected this growing urbanization?
- What changed conditions in post World War II urban centers have implications for reorganizing government of these cities?
- To what extent has urban culture been the setting of social protest in recent years?

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic VIII and tested for validity in other contexts include:

- There is a tendency for those faced with persistent problems to accept overly simple solutions.
- "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." (Preamble of UNESCO)
- The rise of urbanization is usually accompanied by the decline of tradition.

Additional generalizations should be developed by the teacher and the class as they work on Topic VIII.

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